

# THE American Freedman.

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[No. 8.

## The American Freedman's Union Commission, 30 Vesey Street, New-York City.

"The object of this Commission is the relief, education, and elevation of the Freedmen of the United States, and to aid and cooperate with the people of the South, without distinction of race or color, in the improvement of their condition upon the basis of industry, education, freedom, and Christian morality. No school or depot of supplies shall be maintained from the benefits of which any shall be excluded because of color."—ART. II., CONSTITUTION.

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(Late National Freedman's Relief Association.)

ORGANIZED FEBRUARY 22, 1862.—INCORPORATED MARCH 23, 1865.

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## The American Freedman.

### THE WEST.

OUR readers will find in another column a report of a meeting held in Chicago, on the 5th of October, which indicates the success with which Mr. McKim is meeting there. At a gathering of leading citizens, the strongest resolutions of approval and endorsement were passed, and these words have been followed up since by works, in subscriptions varying from \$100 to \$500. An advisory committee has been constituted, as follows:

Hon. S. R. GOOKINS, . . . . .	<i>Chairman.</i>
EDWIN C. LARNED, . . . . .	<i>Rec. Secretary.</i>
Col. R. B. MASON, . . . . .	<i>Treasurer.</i>
Rev. R. W. PATTERSON, D.D.,	J. YOUNG SCAMMON, Esq.,
Rev. ROBT. L. COLLYER,	Rev. ROBT. PATTERSON, D.D.

We cordially welcome our brethren of the West to this work, which, pursued in the spirit of a common patriotism, shall prove the golden ring to wed East and West as well as North and South in a future of national peace and prosperity.

### MARYLAND.

#### THE BALTIMORE ASSOCIATION.

WE present, in another column, an appeal from the Maryland Association. To the urgency of this appeal what can we add? We can only reëcho it to our readers, and urge them to give us the means to respond to it. To limit this work were bad enough; to stop it is unendurable. To deny the bread of instruction to the hungry thousands that wait for it were sufficiently hard. To pluck it away from those to whom it has been promised can not, will not be suffered. Without State aid, without colored suffrage, with an earnest and hard-working board, with a colored population willing and anxious to coöperate to the extent of their ability, no State has greater claims to the aid of the North than Maryland. But already our work undertaken exceeds our present funds. Every dollar in our treasury is pledged. And we dare not promise the help, much as it is needed, without assurances of means to make it good.

### NORMAL SCHOOLS.

POPULAR education in the South can not remain permanently dependent upon the necessarily transient and uncertain charities of the North. Nothing can be clearer than that one community can not educate another. This was demonstrated by the experience in Jamaica, if

demonstration were needed of so patent a fact. All the charitable associations of England were unable to do more than provide a fragmentary education for that island, in which, notwithstanding the labors of philanthropy, education failed to become universal, or even general, for the want of some well-considered self-supporting governmental system. The South must become self-educating. It is not our province to educate her, for that is impossible, but to stimulate her to educate herself. This principle has underlaid our labor from the outset, and has often been dwelt upon in our pages. It is in accordance with this principle that our constitution provides that we shall, so far as possible, coöperate with the South in the prosecution of this work; and in the spirit of that provision the resolution has been formed to commence no new schools where such coöperation is not secured.

These considerations give peculiar importance to Normal Schools. These are not merely training schools for our own future teachers. They are not merely important because they furnish colored teachers who are able to go where white teachers can not, to obtain board among their own people where Northern teachers are excluded, and to labor at considerably less cost than those sent from the North, but they are yet more important because they are training native teachers for the South, at least for its colored people, and so are instrumental in shaping its educational institutions and its life. For these reasons the Commission has from the beginning taken great interest in Normal Schools and Normal Classes; for these reasons we hail with great pleasure the interest which our English coadjutors take in this subject, and the cordial reception they have given to Mr. Wm. F. Mitchell's presentation of it. Our object in this article is to give a brief account of what the Commission is doing in this direction.

**BALTIMORE.**—A large and flourishing Normal School has been established in Baltimore. It can accommodate one hundred and fifty pupils, and promises, ere long, to be the source of supply not only for Maryland but for further South as well.

**WILMINGTON.**—A Normal School has just been established at Wilmington, Delaware, under the auspices of the Delaware Branch. A good brick building was placed at the disposal of the Commission by the African School Society; it was put in thorough repair by the assistance of the Bureau, two teachers were sent on by the New-York Branch to conduct it,

and it will probably constitute for some time to come the source of supply for the State.

**RICHMOND.**—In Richmond, Virginia, we have erected a fine brick building at a cost of \$6000, a considerable part of the original fund being the gift of our English friends. The location of the school is central and accessible to the various schools of the city, and will take the best pupils from them all. None will be received except such as propose to become practical teachers. Two associate principals—one supported by the New-York Branch and one by the New-England Branch—have charge of this school. Rev. R. M. Manly, Bureau Superintendent of Instruction for the State, and also Superintendent for the New-York Branch, gives two daily lessons to the most advanced pupils. The school opens with about one hundred pupils in attendance.

**JACKSONVILLE.**—In Jacksonville, Florida, a fine building is to be erected by the Bureau, at a cost of \$6000, on extensive grounds, which have been purchased by the Commission. The New-York Branch has already five competent teachers in that city, who are occupying temporary quarters until the new edifice is ready. The principal is a lady of experience as teacher in the State Normal School of New-York.

**MARYVILLE.**—In East-Tennessee we are earnestly besought to open a Normal School in connection with the Maryville College. Their appeal for aid we published in our last. We are not less desirous to open the school than are the people to have us, and hope, before long, to be able to announce that it is accomplished.

**COLUMBUS.**—At Columbus, Georgia, the New-England Branch are just about establishing a Normal School, and at Charleston, S. C., they have a fine school under Mr. Arthur Sumner, which though not exclusively Normal, includes that department of instruction.

**NORMAL CLASSES.**—In addition to these Normal Schools, Normal Classes are established in connection with most if not all the larger schools. In the city schools a special Normal department is generally organized, and in the country places the teachers are expected to select the more promising pupils and instruct them with a view to their becoming teachers. By this is meant not so much their instruction in the higher branches as their practical indoctrination and drill in teaching the elementary branches. Normal classes of this description have been organized and maintained during the past year at Washington and Uniontown, D. C., Alexandria, Petersburg, and Charlottesville, Va., Raleigh and New-Berne, N. C., Greenville, Darlington, and Columbia, S. C., and Shel-

byville, Tenn., besides smaller classes in other places. These contain from twenty-five to one hundred pupils. Some of the pupils of last year are engaged as teachers this season. It will thus be seen that the Normal Schools of this Commission are already assuming no inconsiderable importance in their relations to the future of the South. We have already established State institutions in Delaware, Maryland, Virginia, and Florida, are arranging to do the same in Georgia, are making partial provision at least for the same want in North and South Carolina, and are only waiting a response from the liberal and philanthropic to provide similarly for East Tennessee.

## THE MARYLAND ASSOCIATION.

### AN APPEAL FOR HELP.

J. MILLER MCKIM, ESQ., SECRETARY AMERICAN FREEDMAN'S UNION COMMISSION:

DEAR SIR: We have been appointed a committee, by the Baltimore Association for the Moral and Educational Improvement of the Colored People, to state to your Commission the present condition of our work in Maryland, our urgent need of a liberal appropriation from the General Association, and our prospects of coöperation in our own State.

We have in operation seventy-three schools throughout the State, a Normal School in Baltimore City, and over fifty new school-houses ready for occupancy so soon as we can supply teachers for them, and some twenty more school-houses in course of erection.

For the schools already in operation we need for the present year \$65,000, to be expended as follows:

Debt due from last year.....	\$3200
Debt due on normal school, including balance of purchase money over and above the \$5000 received from Freedman's Commission, enlargement and repairs on building.....	14,800
Transportation for teachers.....	1500
Salary, board, and washing for 73 teachers, and fuel and light for 73 schools.....	40,000
Expenses of normal school for present year, including salaries, fuel, and light.....	2000
Office expenses, including salaries of Actuary, Clerks, printing blanks and stationery for 73 schools.....	4000
Total expenses for school year.....	\$65,000

Of the foregoing amount we are assured of the following sums:

From Freedman's Bureau for repairs to normal school.....	\$7500
For transportation.....	1500—\$9000
From various benevolent associations toward pay of teachers.....	10,000
From colored people, toward board and washing for teachers, and fuel and light for schools,	20,000

Brought forward.....	\$39,000
From individual contributions of citizens of Baltimore*	8000
Total amount of assured receipts.....	\$42,000
Total expenses for the year.....	\$65,000
Total assured receipts.....	42,000
Amount of deficiency.....	\$23,000
Of this deficiency of \$23,000 the following is needed almost instantly:	
Debt from last year.....	\$3900
Balance on normal school, after deducting amount to be received from Freedmen's.....	6800
For salaries of teachers for first month beyond our certain receipts.....	2000
Total now needed.....	\$12,000

We regard our work in Maryland as peculiarly important, peculiarly worthy of the most liberal aid from your General Commission, for various reasons:

1st. Because we have no hope of aid from the State, and the States further south can force, through the colored vote, State aid to any necessary amount.

2d. Because our colored people have very willingly and very liberally helped on this cause in Maryland. Not only have they boarded most of the teachers in the counties and supplied fuel and lights for the schools, but they have also always paid for their own books, and moreover have, from the lumber obtained by us from General Howard, built, at their own unaided expense, sixty school-houses, all of them good structures, and most of them very far surpassing the county school-houses for the whites.

3d. Because we have established a Normal School which can accommodate at least one hundred and fifty pupils, and which will ere long be the great source of supply of educated colored teachers to all the Southern States.

4th. Because, if we rightly understand the discussions and resolutions of the last meeting of the General Association, it is its wish and its duty and its best policy to most help those colored people who most help themselves and have at home the fewest to help them.

For all these reasons, and because if we are not aided somehow or from somewhere our work must stop, we most urgently appeal to the General Association for help. We have shown you what we need for the work that is doing. What can we say for the work that ought to be done? All over our State stand new school-houses empty, because we can not

\* In addition to this the city corporation has assumed the schools in Baltimore, at an expense estimated at \$20,000, all of which is borne by the citizens.

afford to employ any to teach the scholars who are anxious and waiting to fill them. The colored people will gladly pay the board and washing of the teachers, and the fuel and lights for the schools, and for the books they will use, but they can not do more, and we can just now do nothing.

We request that you will present this letter to the very first meeting of your Executive Committee, after its receipt, and we do not doubt that you will enforce its claim upon their speedy action with all the enthusiasm and eloquence which, in former times, have enabled you to effect such wonderful results in this greatest work of this age.

Yours very truly,

JOSEPH M. CUSHING, Cor. Sec.

R. M. JANNEY,  
FRANCIS T. KING, } Committee.  
WILLIAM B. HILL, }

BALTIMORE, Oct. 9, 1867.

From the Chicago Tribune, Oct. 8, 1867.

### EDUCATION IN THE SOUTH.

A MEETING of prominent citizens of Chicago was held at the house of Judge Gookins on Saturday evening. The immediate occasion of the meeting was the presence in this city of J. M. McKim, Esq., Secretary of the American Freedman's Union Commission, who is here with a view of creating a more effective interest in the work of Southern education. He brings with him letters from leading men in the East (George William Curtis, Henry Ward Beecher, Rev. Dr. Canfield, and others) to leading men in the West, commending him and his mission to the fullest confidence. He also bears official resolutions from his Executive Board, one of which is as follows:

*Resolved*, That our thanks are due in advance to our Corresponding Secretary, J. M. McKim, Esq., for his kind consent to undertake the tour to the West, so earnestly desired by our fellow-laborers in Chicago, and which we think of such importance to the cause at this time; and that while we would not burden him with any additional duties, the Commission would be greatly obliged if, on his way to the West and while there, he would avail himself of such opportunities as may offer to see, personally, leading and influential men, with a view to awakening them, and through them the community, to a more lively and intelligent interest in this great work of popular education now so imperatively demanded in the Southern States.

At the meeting referred to Mr. McKim made a statement of the object and methods of the American Commission, and what had been accomplished by that Commission under the Presidency of Chief Justice Chase, in cooperation with the Government Bureau under its distinguished head, General Howard; and said all that was needed to ensure, and that speedily, the establishment of a system of common schools in the South, was a hearty union in the work of patriotic and earnest men.

A general expression of opinion followed on the part of gentlemen, and all seemed to be of one mind. In order to give publicity to the sentiment of the meeting, the Hon. I. N. Arnold was called to the chair, and Mr. William Blair

made Secretary; whereupon, on motion of Edwin C. Larned, Esq., seconded by Judge Gookins, the following resolutions were unanimously adopted:

*Resolved*, That we have heard with much interest and satisfaction the statement made by Mr. McKim, of the object and methods of the American Freedman's Union Commission, and of the success of the freedmen's movement coöperating with the Government Bureau in promoting education in the Southern States.

That we fully concur in the opinion that the education of the newly enfranchised masses of the South is the paramount duty of the hour.

That the instruction of the freedmen is not only demanded by benevolence and religion and the general obligations of humanity, but by the best interests of the country and the safety and permanent continuance of the republic.

That this work of education in the South is a duty of immediate obligation, admitting of no postponement and brooking no delay.

That no government, however strong, can long bear the strain upon it of 4,000,000 of ignorant citizens condensed in one particular section of its territory.

That while it is demanded and confidently expected that the States now in process of reconstruction shall provide for their people a system of elementary instruction adequate to their wants, and while it is plainly the duty of the Federal Government to exercise its power in this direction and to see that the republic suffers no detriment from this or any other source of danger, it will not do for the people to wait either for the action of the States or of the United States in this matter.

That our Government is a popular government, and that therefore in every great national exigency the people must take the lead, and inaugurate the work to be done; that as during the war the people's recruiting committees enlisted the soldiers, the people's Sanitary Commissions took care of the sick and wounded, and the people's "Contraband Relief Commission" provided for the suddenly emancipated slaves; so now the people's Education Commissions must take in hand and inaugurate for the South a system of popular instruction which shall save that portion of the country, and through it the republic, from the calamities of popular ignorance.

That the citizens of Chicago, and the people of the Northwest generally, have a duty in this respect which remains to be performed, that of uniting without regard to sect, party, or creed, with citizens of other parts of the country, and by word and works doing what may be in their power to promote this great national enterprise.

That we fully approve the principles of the American Freedman's Union Commission, under the Presidency of our eminent Chief-Justice, and the distinguished gentlemen who are associated with him as Vice-Presidents; that their plan of action commends itself to our common sense, and is in harmony with the genius of our American institutions, and that believing its operations to be well adapted to the accomplishment of their end, we heartily commend it to the confidence and support of the Western people.

*Resolved*, That a copy of the foregoing resolution, with the names of parties approving it, be sent to the newspapers for publication.

ISAAC N. ARNOLD,  
WM. BLAIR,  
S. B. GOOKINS,  
EDWIN C. LARNED,  
ROSWELL B. MASON,  
JOSEPH STOCKTON,  
WILLIAM G. HUBBARD,  
FRANKLIN F. SPENCER,  
C. B. NELSON, and others.

### THE SOUTH—ITS EDUCATIONAL NECESSITIES.

We find in the New York *Tribune* of the 18th ult. an article on this subject which contains some interesting facts and figures. These are not altogether new, but they are worthy of recollection as indicating the state of popular ignorance in the South under the domain of slavery, and the absolute and indispensable necessity of education there as a means of fitting for the full enjoyment and maintenance of freedom.

### THE IGNORANCE INDICATED.

No proof of the assertion that the negroes were kept in ignorance is necessary; the fact is apparent to all who are acquainted with the Southern or plantation negroes; and the contrary has never been claimed by the Southern people. The facts will as fully bear us out in the assertion that the poor whites were equally neglected. The fifteen slave States, including Missouri and Delaware, with a population of 12,240,000 souls, furnished 27,838 free schools, and gave education to 966,469 pupils, or one in every thirteen of the population. The nineteen free States, exclusive of the territories, with a population of 18,678,416 persons, furnished 79,691 schools, and educated 3,977,327 pupils, or one in every four and four fifths.

To this statement should be added the fact that although the South contained *free* schools, it had, with rare exceptions, no *public* schools. They provided education for the avowedly pauper population, but admitted no scholars, as a general rule, except upon proof of the parents' poverty, and so reduced the free schools in the South to the level of the poor-house in the North. The universal prejudice in the South against free schools—a prejudice which extends in some degree even to the colored people—arises in part from a misapprehension of their true character, and the confounding of them with charity schools.

### COMPARISONS.

Comparisons between individual States are not less significant. Alabama had a population in 1860 of 964,201, and supported 1903 public schools and 213 colleges and academies, at which 93,929 pupils were in attendance, or one in ten. Connecticut with a population of less than one half that of Alabama (460,147) supported 1805 public schools and 202 colleges and academies, with 92,182 pupils, or one in every five. Virginia, whose sons boast alike of their blood, breeding, and enlightenment, with a population of 1,596,318, supported 3778 public schools and 421 colleges and academies, and educated 101,491 pupils, or nearly one in every sixteen. Massachusetts, with a population of 1,231,066, supported 4134 public schools and 327 colleges and academies, with 222,709 pupils, or nearly one in every six of her population. Take one of the new Western free States, and compare it with one of the oldest of the slave States, and the conclusion is not less startling. Iowa, for instance, was admitted into the Union in 1846; North-Carolina was one of the original thirteen. In 1860, Iowa had a population of 574,948; North-Carolina, 992,622. Iowa at the same time



had 3836 free schools with 165,588 scholars in attendance; North-Carolina had but 2994 schools and 105,025 pupils. Iowa thus sent one out of every four of its population to school, while North-Carolina, seventy-five years older as an organized government, gave education to only one out of every nine and a half of her people. And yet North-Carolina claims to have possessed one of the best educational systems of any of the Southern States.

#### RESULTS.

The results of this difference in the educational systems of North and South is seen in a comparison of the number in the North and South respectively who could read and write. The total white population of the fifteen slave States in 1860 was 8,039,000, and of this number there were 538,871 over the age of twenty years who could not read or write, or one in every fifteen of the *white* population. Add nine tenths of the negro population, (it may be safely assumed that not more than one tenth of the negroes could read or write,) and the proportion is actually one in three. The total population of the nineteen free States was 19,203,008, of whom 549,639 over the same age could not read or write, or one in thirty-seven, and a large proportion of these were emigrants lately landed.

#### EDUCATIONAL DUTY OF THE HOUR.

Nothing can set forth more strikingly the duty of all who love liberty, humanity, and their country.

Here, at our very doors, is a population estimated at 8,000,000, who can neither read nor write, and who are without any well-established educational institutions. Our duty on the highest Christian principles toward them is plain. We are our brother's keeper in this matter. Nor are the claims of patriotism less. We need not cite illustrations from history to demonstrate that liberty founded on ignorance is of short continuance. We cannot safely leave one in three of the adult population of half the Union in ignorance. Educate! educate! educate! this is the first prerequisite of genuine republicanism, the first duty of the hour, a duty which the North chiefly must carry on until the States are sufficiently organized, and so organized as to establish and maintain educational systems by taxation.

#### FEELING AMONG THE NEGROES.

Nothing can exceed the enthusiasm of the negroes on this subject, and the earnestness with which they pursue the opportunity for obtaining an education is finely illustrated in the facts and incidents collected by the various agen-

cies. They have established private schools, supported by voluntary taxation, in almost every county in Virginia. There are more colored than white teachers of freedmen in Maryland. In Georgia, the negroes have, during the passing year, organized 175 private schools, for which they demand teachers, and offer to pay for their services; while in the same State 51 of the 146 schools in operation in January were supported entirely by the freedmen. The Superintendent of Education in that State says, in his report of the above facts, that so far as his knowledge extends he has observed no abatement in the desire for education which was so enthusiastically exhibited by the colored people "when freedom came," and he adds that "they make quite as rapid and substantial progress as any pupils I have ever seen in schools of similar grades."

#### CAPACITY FOR EDUCATION.

Not less numerous than the evidences of an ardent and universal desire for education, are the proofs of the capabilities of the race for attaining it. Of the colored children in the schools now established at the South, it is interesting to know, as fixing the degrees of proficiency attained, that about one seventh were learning the alphabet, three sevenths could spell and read easy lessons, two sevenths were advanced readers, one sixth were studying geography, one half were studying arithmetic, one third could write, and one fiftieth were engaged in studying the *higher branches*. Only one seventh were over sixteen years of age; and one fifth of those in attendance on the schools of these agencies paid their tuition regularly.

These facts appear more in detail in the table given below.

#### NORMAL SCHOOLS.

It is not believed that it is possible, nor is it considered politic, to supply the whole South with Northern teachers. The freedmen are eager to become their own educators, and numerous normal, training, and industrial schools, in which they are taught not only how to teach but to live economically and like Christians, are being organized.

Of the Normal Schools sustained by this Commission, we give detailed information in another column. Mr. Alvord reports 21 such schools, with 1881 pupils in all, under the Bureau. Probably this includes the larger normal classes in connection with graded schools. These institutions have been nearly doubled during the last season, and are to be yet further increased the present fall.

## POLITICAL CAPACITY.

The strongest evidences, however, of the capacity of the negroes to comprehend their changed position, politically and socially, and their aptitude at learning, are to be found in their appreciation of the political situation. The freedmen of the District of Columbia and some of the Southern States have had opportunities of appearing at the polls and showing by their votes that they comprehend the great principles involved in the present political contest. The work of registration going on at this time shows that they are fully aroused to the magnitude of the work of reconstruction. No complete statistics of registration are now attainable; but in Petersburg, Virginia, on the first two days for registration, 1448 negroes and 486 whites were registered; in Mobile, Alabama, on the first day devoted to the work, 741 negroes and 423 whites were registered; at Augusta, Georgia, 738 negroes and 173 whites were recorded on the first day of registration; and as far as we have any means of ascertaining, it appears that two thirds of the registered voters in the military departments are negroes.

Not only their acts, but their words, show how eager the negroes are to become good citizens and scholars. While the Sherman Military bill was pending in Congress, the rebels, frightened at the prospect of its passage and enforcement, made a great effort to conciliate the negroes, and to give the impression that the freedmen would quietly come under the political control of their old masters, and Wade Hampton, Herschel V. Johnson, Jonathan Wilde, and many other prominent ex-rebels endeavored, in public speeches to the negroes, to convince them that "they were their best friends." In many of those public meetings negro speakers frequently discussed the political issues with the white orators, and almost invariably displayed abilities as orators and logicians very little inferior, if any, to that of the white speakers. And this appreciation of the new political relations of the freedmen to their old masters and the country at large is not, as some might fear, confined to a few of the most intelligent among the negroes, but the salient points of the Congressional and Presidential policies are clearly comprehended by most of the race.

## WHAT WE ARE DOING.

Of our own special work we need add no tabular statement. Our work was never more prosperous, our prospects on the whole never more encouraging. Reports from England and

the Pacific coast assure us of awakening interest there. The West responds with a generous welcome to our appeal for their coöperation. New-England and Pennsylvania do not mean to fall behind their record of last year. New-York has more teachers in the field than ever before at this season. And, so far as we know, every branch of the Commission, except that in Maryland, commences the new year without a debt, and with increased resources and facilities for the work; so that every contributor may feel assured that his money goes not to pay debts of the past, but directly to educate the ignorant and needy in the future.

## THE BUREAU.

All the various benevolent associations work under the guidance of the Bureau, to which they report. Its tabulated statement of results, though it does not and can not give a complete account of all the work which is being prosecuted in the South, gives the fullest and most comprehensive statement which can be obtained. From the fourth semi-annual report of Rev. J. W. Alvord, Bureau Superintendent, we extract the following statistical summary of the educational progress and present institutions of the South, up to June 30th, 1867, so far as they come under the supervision of the Bureau:

*Grand Consolidated School Report to Bureau of Refugees, Freedmen, and Abandoned Lands, for the six months ending June 30th, 1867.*

Day-schools .....	1,416
Night-schools .....	428
	1,844
Schools sustained by Freedmen .....	585
Schools sustained in part by Freedmen .....	501
Teachers transported by Bureau during last six months .....	975
School-buildings owned by Freedmen .....	391
School-buildings furnished by Bureau .....	428
Teachers, white .....	1,888
" colored .....	699
	2,587
Pupils' enrolled in day and night schools, male .....	58,391
Female .....	58,051
	116,442
Pupils enrolled last report .....	77,999
Average attendance .....	82,403
Pupils paying tuition .....	23,063
White pupils .....	1,343
Always present .....	55,623
Over sixteen years of age .....	54,023
Over sixteen years of age .....	90,048
In alphabet .....	18,758
Spell and read easy lessons .....	55,163
Advanced readers .....	83,388
Geography .....	38,927
Arithmetic .....	40,354
Higher branches .....	4,651
Writing .....	42,579
Needle-work .....	4,155
Free before the war .....	6,911
Sabbath-schools .....	1,126
Pupils in Sabbath-schools .....	180,647

Number of schools graded, 471; number of grades, 1 to 4. Number of day or night schools not reported, 828; whole number of pupils (estimated) in all such schools, 17,109; number of teachers, white, 109; colored, 211. Total, 320. Number of Sabbath-schools not reported, 343; whole number of pupils (estimated) in all such schools, 23,139;

number of teachers, white, 534; colored, 1374. Total, 1818.

Industrial schools, 85; whole number of pupils in all, 2124; kind of work done, sewing, knitting, straw-braiding, repairing, cutting, and making garments.

Whole amount of tuition paid by freedmen during the last six months, \$27,331 76.

Whole amount of expenses by the Bureau for the last six months, for all educational purposes, as reported by the Bureau disbursing officer, \$220,833.01. This includes \$38,907.25, as reported by State Superintendents.

Grand total of expenses for the last six months for support of above schools by all parties, as reported, \$27,863.77. The whole sum expended, if all the societies had reported fully, would be much larger.

Whole number of high or normal schools, 21; number of pupils in all, 1881.

From the above tabular statement it will be seen that there are officially reported 1839 day and night schools; 2087 teachers and 111,442 pupils; showing an increase since our last report of 632 schools, 657 teachers, and 33,444 pupils.

By adding industrial schools, and those "within the knowledge of the Superintendent," the number will be 2207 schools, 2442 teachers, and 130,735 pupils; making a total increase of 908 schools, 784 teachers, and 40,222 pupils.

Sabbath-schools also show much larger numbers during the past six months, the figures being 1126 schools and 80,647 pupils; and if we add those "not regularly reported," the whole number of Sabbath-schools will be 1468, with 105,786 pupils; thus giving an increase since our last report of 636 schools and 35,176 pupils.

#### TOTALS.

Schools of all kinds, as reported.....	3,695
Pupils.....	238,342

#### TOTAL INCREASE FOR THE LAST SIX MONTHS.

Schools.....	1,503
Pupils.....	76,638

*How Sustained.*—Of the above schools 1056 are sustained wholly or in part by the freedmen, and 391 of the buildings in which these schools are held are owned by themselves. 699 of the teachers in the day and night schools are colored, and 1388 white—a small proportionate increase of the former during the six months.

*Tuition by Freedmen.*—23,068 colored pupils have paid tuition, the average amount per month being \$14.555, or a fraction over fifty-one cents per scholar. Only 6911 of the pupils were free before the war.

*Bureau Expenditure.*—This Bureau has supplied 423 of the school buildings, and furnished 975 teachers with transportation. The total expenditure for all educational purposes by the Bureau, as will be seen by the following table of payment in the several departments, has been \$220,833.01.

*Six Months' Expenditure by the Bureau for Schools, Asylums, Construction, and Rental of School-buildings and Transportation of Teachers, from January 1st to June 30th, 1867.*

District of Columbia.....	\$44,789 97
Maryland.....	18,563 76
Virginia.....	19,197 77
North-Carolina.....	6,525 85
South-Carolina.....	22,551 13
Georgia.....	22,805 75

Florida.....	4,815 25
Alabama.....	28,685 07
Louisiana.....	14,391 09
Arkansas.....	8,077 98
Kentucky.....	5,418 22
Tennessee.....	13,208 31
Mississippi.....	4,787 28
Missouri.....	3,701 19
Texas.....	9,769 57

Grand total..... \$220,833 01

The miscellaneous and home study, previously mentioned, continues, and, so far as we can learn, increases in a similar ratio.

*A Book for each Family.*—Some whole States are now, through your Commissioners, earnestly soliciting from us a "spelling-book for every family." A partial supply only has been furnished. We reiterate the appeal. If this whole demand could be met, we pledge the perusal of these books under, at least, some rude form of teaching; and the consequence would be that, with the 238,342 pupils already in schools, one million, at least, of this people, from all classes, would then be engaged in the first elements of learning.

*Progress in Study.*—As showing the progress of the schools, it will be observed that 42,879 pupils are now in writing, 23,957 in geography, 40,445 in arithmetic, and 4661 in higher branches; showing a much larger per cent of the whole number in these studies than in our last report, while the increase in the higher branches is nearly fourfold.

#### THANKS!

We comply with pleasure with Mr. Stradling's request in publishing the following acknowledgment:

LYNCHBURG, July 30, 1867.

COL. R. R. CORSON, Cor. Sec. Penn. U. Com.:

DEAR SIR: I forwarded you my report a few days ago, but had not time then to mention two schools taught in Nelson county, Va. One of them is at Livingston, the county seat of said county, and is in a flourishing condition. The other is at Hebron Church, and taught by one of the normal class of our school. The school is quite large, and the pupils are making rapid progress in their studies. The house is large and commodious, and the colored people wish to extend their heartfelt thanks to the following-named gentlemen for their kind contributions to buy the church, through Lieut. Stephenson, of the Freedmen's Bureau:

H. W. Smith.....	\$50 00	David Dows.....	\$25 00
V. D. Marks.....	5 00	John D. Marks.....	5 00
Mr. Griffin.....	5 00	Mr. Cromwell.....	10 00
A. C. Decker.....	5 00	E. Fish.....	5 00
Jos. Allen & Co.....	5 00	A. Abbot.....	5 00
Jesse Hoyt.....	25 00	Wm. Brown.....	10 00
S. B. Shaw.....	10 00	Lewis Roberts.....	5 00
Cash.....	5 00	E. Arman.....	5 00
Mr. Brumley.....	5 00	G. H. Roberts.....	5 00
J. M. Fish.....	20 00	E. W. Coleman & Co.....	35 00
Mr. Godwin.....	10 00	Smith & Jones.....	5 00
Cash.....	2 40	John Marrin.....	5 00
Cash.....	8 00	F. S. Minor.....	5 00
A. V. W. Vanvichten.....	5 00	A. E. Masters.....	10 00
Andrew Bradshaw.....	10 00		

These gentlemen of New-York will please notice and accept the thanks of a multitude of colored men who have no other means of rewarding those who have been so kind to them.

J. M. STRADLING.



## GOOD WORDS.

LETTER FROM HON. SIMON CAMERON.

THE following letter from Hon. Simon Cameron, with the substantial expression of interest which it contains, we commend to the consideration and emulation of our readers:

J. M. McKim, Esq.:

MY DEAR SIR: When you were here this morning, I was so much interested in your details of the Freedmen's Union Commission that I forgot it was a purely benevolent institution, dependent upon individuals for support, or I would have handed you what you will find inclosed, my check for \$100. I am sorry that at this moment I cannot spare you more.

You were right when you said that the enterprise of educating immediately four millions of men just liberated from slavery, and the success which had thus far crowned your efforts, constituted one of the most remarkable events in the history of civilization. It is a movement in which every right-minded man and Christian woman should and eventually will be proud to have it said they took an active part.

Since my vote in the Senate, twenty years ago, against the introduction of slavery into territory acquired from Mexico, my faith in the emancipation of the slaves and the ultimate elevation of the freedmen has never faltered; but I did not expect to see such great results so soon as have already been achieved by you and your unselfish and truly benevolent fellow-workers.

I thank you for your call, for it will make me still more earnest in the great work; and I hope and believe that wherever you go you will find people who love their country willing to cheer and assist you.

Very sincerely yours,

SIMON CAMERON.

LETTER FROM REV. DR. TYNG.

ST. GEORGE'S RECTORY,  
October 15, 1867. }REV. LYMAN ABBOTT, *General Secretary, etc.*:

MY DEAR SIR: My interest in the work of educating American freedmen has never flagged. At the commencement of the enterprise, in 1862, I gave my time and personal effort to the development and inauguration of the scheme of usefulness and duty which it proposed. There were then comparatively few to take it up. In the last few years my time has been so completely absorbed by other calls upon me, and so many newer agents have presented themselves for this, that I have felt compelled to retire from the active control of the work. But my confidence in the men who manage it is entire, and I can never withhold the expression of the most earnest desire that they may be prospered in all their efforts by the coöperation of their fellow-citizens and the benevolence of the Christian church.

With much regard, your friend and brother,  
STEPHEN H. TYNG.

From the Chicago Tribune, October 8, 1867.

## EDUCATION OF THE FREEDMEN.

If there is one thing plainer than another in regard to the Southern States, it is the need of a system of education for the newly enfranchised masses. We are not reminded of this by any outbreak or misbehavior on the part of these newly liberated people, or by any disagreeable circumstance pointing especially to the fact of their own ignorance. On the contrary, we have had occasion to admire the orderly and proper behavior of these people. They have exceeded the expectations of their most sanguine friends. They have thus far fully vindicated their title to all the franchises and immunities of their new condition. Whether in the field of agriculture working for wages, or on the field of battle fighting for their country; whether in the popular assembly asserting their rights, or at the polls indicating their choice of rulers and legislators, they have shown themselves fully competent and altogether worthy to be citizens of a free republic. Though ignorant, their ignorance is not, as their enemies would have had us believe, that of the barbarian. Of book-learning they are, of course, ignorant; but of men, of things, of the capacity to judge who are their friends and who their enemies, who should make and administer laws and who not, they are as knowing as any other people, and fully equal to any class of new-comers to our shores, whatsoever may be their complexion or nationality.

Still, these millions are deplorably ignorant; and large masses of ignorant people, no matter how well they may be disposed naturally, constitute a dangerous element in any community. With passions to be excited and weaknesses to be played upon, there can be no guarantee of order, or thrift, or progress, and no assurance of either peace or safety, to any part of the community till this ignorance shall be dispelled. This is the thing now to be done for the South and for the country. The education of the freedmen is to be the crowning event of the revolution.

We have gone on, from step to step, in the line of duty and justice—not rapidly—not without reluctance—but, nevertheless, with logical directness. We liberated the slaves and made them the owners of their own persons. We succored and sustained them physically during the period of their transition; we have armed them with the ballot as a defence against oppressive laws and unjust rulers; and, now that they may enjoy fully the blessings of freedom, and that the country may escape the curse of license, our next and last step is to give them the crowning advantages of education. It is their right to have these advantages, it is our duty to give them, and it is our interest as well. We cannot afford not to do so. To refuse would be national suicide.

But how is it to be done? Some say: "By the States; let every State provide for the education of its own citizens." This is sound doctrine; but if States, wasted by war and torn by dissension, should be neither in a mood of mind nor condition of purse to undertake the work; what then? It may be answered: "Let the Federal Government attend to it." But a large portion of the people deny the power or question the authority of the Federal Govern-

ment to provide for an emergency of this kind. So that *at present*, at least, no remedy for this evil is to be looked for either from State or Federal Government. Private benevolence and private enterprise must do the work. We must organize voluntary associations, or rather support and strengthen the associations already organized, whose business it is, from the voluntary gifts of patriotism, humanity, and religion, to establish and multiply schools all over the Southern States.

One of these associations, the American Freedman's Union Commission, under the Presidency of the Chief Justice of the United States, is now represented in this city, in the person of one of its officers, calling upon our leading citizens to take an effective part in the work. We trust that his efforts will be warmly seconded.

It will be seen in another column that a meeting was held on Saturday evening, at the house of one of our citizens, at which steps were taken to give this movement an impulse. The proceedings of the meeting will be read with interest, and the resolution adopted will, we are sure, commend itself to the approval of all right-minded men.

General Howard has said, we understand, that, if the Freedman's Commission and other associations of the North will continue to raise money and send teachers this year as they did last year, he will be able by next May, when the term of his bureau shall expire, to plant so many schools in the South, and those so thoroughly, that "a pretty fair school system will be insured in every Southern State." This is a consummation of such far-reaching moment that we are sure the people of the North-West will spare no effort to push it forward.

From the Anti-Slavery Reporter, London.

### PARIS ANTI-SLAVERY CONFERENCE.

THE Anti-Slavery Conference, convened by the Comité Français d'Emancipation, the Spanish Abolitionist Society, and the British and Foreign Anti-Slavery Society, opened its sittings on Monday, the 26th, and closed on Tuesday, the 27th of August. M. le Duc de Broglie, one of the Honorary Presidents of the French Society, was voted Honorary President of the Conference, having intimated his intention to be present. He was, however, prevented from coming by sudden indisposition. M. Laboulaye, President of the French Society, therefore took the chair, and most ably discharged the duties of his office.

Among the delegates present from America were Stephen Colwell, of Philadelphia, William Lloyd Garrison, of Boston, L. F. Mellen, late of Cleveland, W. F. Mitchell, late of Nashville, Tennessee, and Rev. Bishop Payne, of Baltimore.

M. Laboulaye opened the proceedings by an account of the circumstances under which the Conference had been convened, and after wel-

coming to Paris the numerous delegates and members, many of the former of whom had traversed the Atlantic expressly to attend the meeting, called upon M. Cochin, one of the Honorary Secretaries of the Paris Committee, to address the meeting.

M. Cochin, having read a long list of names of gentlemen who had tendered their adhesion, but could not attend, and the titles of the papers he had received, *résumé*d the contents of them in an effective address, chiefly devoted to an exposition of the present position of the slave-trade and slavery. He also eloquently vindicated the principle and asserted the safety and practicability of immediate emancipation.

The Secretary of the British and Foreign Anti-Slavery Society then submitted a list of adhesions which had been sent through him, and which included the names of Messrs. S. Gurney, M.P., C. Buxton, M.P., Sir T. F. Buxton, Bart., M.P., C. Gilpin, M.P., John Bright, M.P., John S. Mill, M.P., besides those of many other well-known friends of the anti-slavery movement at home and abroad. He would not read the list of delegates, but the countries represented were the United States, Cuba, Porto Rico, Brazil, Hayti, Liberia, Sierra Leone, Spain, Great Britain, France, the South-American Republics, Russia, Italy, Jamaica, etc. A considerable number of papers had also been contributed; and among them one on the labor question in the West Indies, by Mr. C. S. Rouldell, Secretary of the late Jamaica Commission. The contents of these would be submitted to the Conference, and the Bureau would determine upon the form in which they should be published.

M. Horn (Professor of Political Economy at the École de Commerce) moved, and Dr. Underhill, one of the delegates from Jamaica, seconded, the following resolution, which was read from the chair:

#### FIRST RESOLUTION.

"The International Conference of the French, Spanish, English, and American Anti-Slavery Societies makes a new and earnest appeal to the justice of sovereigns and the opinion of peoples in favor of the radical and immediate abolition of the Slave-trade and Slavery, already declared by Great Britain, France, Holland, Sweden, Denmark, the United States of America, Mexico, the Republics of Central and Southern America, and the Regency of Tunis, but still practised by Spain, Portugal, Brazil, Turkey, Egypt, and the Transvaal Republic, South-Africa, not to speak of uncivilized countries.

"Without reiterating the fundamental reasons which render slavery and the slave-trade condemnable as crimes in the eyes of God and man, the Conference would insist upon the following decisive results of experience:

"It is proved, and the Universal Exhibition gives extraordinary prominence to this truth, that free labor alone produces marvels, and that an abyss separates the produc-

tions of the peoples who labor from those of the peoples who make others labor for them.

"It is proved that slavery, founded upon the alleged necessity of peopling colonies, has not peopled them, but has produced depopulation and a deplorable mortality."

"It is proved that slavery, founded upon the pretext of converting and civilizing inferior races, and of leaving all works of the mind and all government to so-called superior races, tends inevitably to leave the slaves to languish in ignorance and debasement, plunges the masters into sloth and corruption, impedes justice, renders social government venal, the clergy contemptible, and thus brings down the two races to the same level of shameful degradation."

"It is proved that slavery, founded upon the alleged desire of developing wealth, kills the spirit of enterprise, the spirit of economy, and the spirit of progress, renders the colonies incapable of competing with free countries, and plunges them into debt, so that the slave-masters, with few exceptions, can scarcely be called the owners, and still more rarely the administrators of their properties, laden with mortgages and given up to overseers and creditors."

"It is proved that slave labor is excessively costly; that in countries where it exists, free immigration takes place only with repugnance, and very slowly; that credit cannot readily establish itself in them, because the flight of the slaves or the fear of servile insurrections are ever threatening them with disorganization, and thus prosperity founded upon injustice is shaken to its base and falls in ruins."

"It is proved that slavery, considered as a transitory condition preparatory to liberty, is, on the contrary, its absolute negation; that the virtues of foresight and self-government, of which freedom exacts the exercise, are really interdicted and annihilated by slavery; so that, on the very morrow of emancipation, the greatest difficulties are those which arise from the habits which servitude has caused the masters and slaves to contract."

"It is proved that half-measures do no good; that systems of apprenticeship, of liberating children, of gradual emancipation, have imperilled property, the domestic circle, and public order; have loosened every tie, without breaking or replacing them; have excited impatience, uneasiness, and suspicion; and that immediate, definitive, and radical emancipation has everywhere proved the only means of readjusting and securing all interests, at the same time satisfying justice and reconciling the races."

"It is proved that emancipation, in the colonies of Great Britain, France, Sweden, Denmark, and Holland, although preceded by a period of unsettlement, fettered, in a material point of view, by the ever-increasing competition of the products of Europe and of slave countries, interfered with by one-sided measures, accepted with repugnance by the slaveholders, is far from having been attended with the evils which were predicted; that it has been least successful only where the former slaveholders would not or have not been able to accommodate themselves to the changed system of labor, and have failed to pay a sufficient rate of wages; where governments have not taken adequate measures for the diffusion of religion and instruction, and for the prevention of vagabondage; that it has succeeded best where the antecedent relations between master and slave were, as far as could be, satisfactory, and where the proprietary body has been intelligent and energetic, the government far-seeing, the family circle respected, and property, instruction, and public worship assured to the emancipated."

"It is proved that emancipation in the United States, although proclaimed in the midst of the ruins of war, is being carried out, not indeed without suffering, but without disorder; that labor is being resumed on a far larger scale than might have been expected; that the freedmen are everywhere steady and devoted, and are most eager to re-

ceive instruction; are religious, orderly, and intelligent, and in every respect worthy of their new position."

"It is proved that the suppression of the slave-trade involves states in heavy sacrifices, and naval squadrons in perilous efforts, which, although assuredly far from not producing results, can never be compensated by complete success so long as slavery exists."

"It is proved that various attempts to civilize the European colonies on the coasts of Africa, and the interior of that continent, have been rendered abortive in consequence of the slave hunts which take place, and the profit which the small chiefs derive from the sale of men and women, instead of the products of the earth resulting from the exercise of labor."

"It is proved that all the present systems of coole immigration and contracts for labor, although regulated with the best intentions, and controlled by a surveillance which is often perilous, may and actually do degenerate into new forms of the slave-trade and slavery."

"These are the facts which, after a long and laborious investigation, pursued in various countries, and supported by overwhelming testimony, this Conference submits to the conscience of sovereigns and the opinion of the peoples."

"This Conference, therefore, resolves that the committees of the British, French, Spanish, and American Anti-Slavery Societies shall promptly, and in its name, and in the most earnest and respectful manner, address the sovereigns of Brazil, Spain, Portugal, Turkey, and Egypt, soliciting the immediate and absolute abolition of slavery and the slave-trade."

"This Conference also charges the committees specially to address to the Sovereign Pontiff a respectful letter, in order that, following the example of Pius II., of Paul III., of Urban VIII., of Benedict XIV., and of Gregory XVI., he may be induced to raise his voice in favor of the unhappy slaves, which certain Catholic nations purchase, possess, sell, and delay to emancipate, imitating Pagan and Mussulman nations in the nineteenth century of the Christian era."

At this stage of the proceedings, M. Elieé Reclus (of the *Revue des Deux Mondes*) presented some amended resolutions, which the President declined submitting to the vote, as being out of order. He said, however, that, though differing in form, they were in most respects identical in sentiment with those already adopted, and would be printed with the proceedings of the Conference. We are not able to agree with him in this judgment, and print the proposed resolutions, which, at this distance, seem peculiarly in order in an "Anti-Slavery Conference":

#### RESOLUTIONS SUBMITTED TO THE PARIS ANTI-SLAVERY CONFERENCE, BY FRIENDS OF LIBERTY.

"Amongst the nations calling themselves civilized, are yet some whose laws proclaim slavery to be a legitimate institution, and that men, by the simple fact of their birth, may be deprived of every right. The Paris Anti-Slavery Conference denounces this iniquity, and stamps it with reprobation."

"In Brazil especially, one fourth, perhaps a third of the inhabitants of the empire are, according to law, merely the chattels, the machines of a few large landowners. Agriculture, manufactures, commerce, almost the whole of the public wealth, are founded upon slavery; and, even in a

war called national, a number of the soldiers are slaves, sold by the masters to be sent to their death. The Conference protests against such crimes.

"In many countries called civilized, where slavery is or is said to be abolished in its primary form, the trade in human beings is continued in a more hideous manner than ever, by the importation of Chinese, Hindoos, and Malagash. The Conference protests against this traffic.

"In countries called civilized, whence slavery in its old form has apparently disappeared, servitude still exists, in fact, wheresoever the laws differ as between the emancipated and the former masters. Wheresoever the slave, on becoming free, does not also become free of the soil he cultivates, wheresoever old regulations of hatred and indifference exist, wheresoever the sole guarantees of the rights of the new citizens are to be found only in the magnanimity of the masters, justice and liberty are but vain words; the massacre of thousands of persons—as in Jamaica—is not even an offence. The Conference denounces and condemns these murders in the mass, and claims for all citizens the same liberty, the same rights, the same place in the light of day.

"In the United States an immense event is being accomplished, and four millions of men have just entered the human family. Nevertheless, there, also, vile slavery exists in the laws, in the manners. Let the Northern Radicals, in imposing negro suffrage upon the Southern States, have the equity to grant it also to the old slaves of their own States; let them pardon the whites their secular crime against the blacks by recognizing the latter as equals; let them abolish the laws derogatory to human dignity, which still prohibit marriage between persons of different race and color. The Paris Anti-Slavery Conference calls the attention of American citizens, who have at heart the dignity of their country, to this national disgrace.

"The Conference, knowing of what value the example of liberty is to men yet enslaved, sends its congratulations to the Republic of Hayti, which, at the first breath of the French Revolution, conquered her independence, and has since known how to maintain it. The Conference also sends a token of sympathy to the Republic of Mexico, for not suffering the reestablishment of peonage, which the foreigner sought to impose upon her.

"Lastly, in all those countries where slavery still exists, the Conference adduces, as examples of heroic devotedness, the mulattoes Oye and Chavannes, roasted alive at St. Domingo; Delgrès and Ignatius, who died combating for the freedom of the blacks, and against the reestablishment of slavery in Guadeloupe in 1802; Nat Turner and John Brown, and their noble companions-in-arms.

"(Signed)

MELVIL-BLONCOURT,  
CH. L. CHABIN,  
E. FAUCAULT,  
AMELIE JUVENAT,  
ELISE RECLUS,  
FRANCESCO VIGANO,  
DAVAUD,  
DAVAUD, (wife),  
VERLET,  
MARIE PAGES,  
DE LA LOUISIANNE,  
Etc., etc."

Horace Waller, Esq., one of the late Dr. Livingstone's companions up the Zambesi country, supported the resolution, by calling the attention of the Conference to the awful character of the slave-trade on the East Coast of Africa, and, being provided with a chart, pointed

out vast tracts of country which are now depopulated in consequence of the enormous numbers of the natives taken away by the Arabs for Turkish, Persian, and Arabian markets, and parts of India. As many slaves are now carried off annually from the East Coast as used to be removed from the West Coast. He asserted that as many as five hundred thousand are every year taken away to supply the various markets mentioned, the mortality in this branch of the traffic is so frightful. The chief delinquent is the Sultan of Zanzibar, who, though he has a treaty with Great Britain, binding him not to permit slave-trading, evades his obligations under pretext of introducing these negroes as laborers. Slaves introduced into the Sultan's dominions pay a tax of two dollars a head. This pseudo-immigration system—now happily prohibited—has absorbed a large number of the unhappy people, of whom not more than one in ten reach the seaboard. The reason is, that only quite young people are taken, and they die of fatigue and actual starvation on the way. He estimated, from his own experience of what he had himself seen, that, between the years 1860 and 1863, nine tenths of the population had disappeared, and that yearly not fewer than twenty thousand slaves were imported into the dominions of the Sultan of Zanzibar. He exhorted the Congress and the united societies to use their utmost influence to obtain the suppression of this odious and cruel traffic on the East Coast.

Mr. Waller was followed by M. le Lieutenant Mage, of the French navy; the Rev. J. Knox, M.A.; Senor Beraza, (editor of *La Gaceta Economista*, and one of the delegates from Madrid,) who asserted that the Cubans and Porto Ricans were favorable to emancipation, but the government would not accede to the demand for it; and Señor Olcozaga, who expressed his entire sympathy with the abolition movement, and pointed out that heretofore the Spanish Government had been pressed from without to declare emancipation; but now the pressure came from within, from the colonies themselves, which was not only a fact unprecedented, but also highly encouraging. This statement was loudly cheered.

The proceedings concluded by an able *exposé*, by the Rev. Bishop Payne, (of the S. C. M. E. Church, and delegate from the Baltimore Branch Freedmen's Commission,) of the results of emancipation in so far as the negroes belonging to his denomination were concerned. They had in three years founded and multiplied schools, erected churches, and were everywhere rapidly improving.

## SECOND DAY.

The second day's proceedings were opened by an eloquent address by M. Laboulaye—Prince A. de Broglie being in the chair—in which he traced the history of the movement in favor of the abolition of the slave-trade and slavery in England, the United States, France, and other countries, doing justice to the leaders of it, and pointing them out as examples of steadfast truthfulness in a great principle. The speaker resumed his seat amid loud and long-continued applause.

Mr. W. L. Garrison, being called upon to speak, was received with loud cheers. He appeared as one of the delegates of the American Freedman's Union Commission, which had deputed him to present to the Conference a statement, prepared expressly for it, exhibiting the results of the emancipation of the slaves in the American Union. His speech, full of historical interest, as showing the progress of public opinion, was repeatedly interrupted by plaudits, which lasted for some seconds after he had resumed his seat.

Prince A. de Broglie followed, and expressed, in the name of the Duke, his regret that his father had been unable to attend, though he had come to Paris expressly. He also dwelt upon the safety of the principle of immediate emancipation, and asserted its perfect success.

The Hon. J. G. Palfrey (Cambridge, Mass.) having delivered a brief address in French, M. le Général Dubois gave an outline of the history of Hayti, and vindicated the people calumniated by the allegation that they are incompetent of self-government. The nation was yet young. It had had its revolutions, it was true; but each revolution had resulted in the nation's taking a step in advance.

The following resolution was then submitted and carried:

## SECOND RESOLUTION.

"This Conference returns its grateful thanks to the Almighty Creator of free man, for the restoration to liberty of four millions of slaves in the Republic of the United States of America, and for the emancipation of twenty-three millions of serfs in the Russian Empire.

"This Conference would also return thanks to the statesmen who have incorporated in the laws of their country the principle of emancipation; to those steadfast philanthropists, of whatever religion, of whatever party, who have never ceased to vindicate and defend this great principle of justice; to the enterprising travellers who have explored Africa; to the zealous missionaries who are seeking to evangelize it.

"The Conference would likewise specially thank those organs of the press, in all countries, who have been faithful to the anti-slavery cause, and who have not ceased to give it their disinterested and powerful support. It would further express a hope that those journals which have taken

an opposite course may be brought to constitute themselves the advocates of the poor slaves whose obscure sufferings would never terminate if public opinion did not continue to watch and to protest, so long as there remains on the earth a single man unjustly held in bondage to be bought and sold."

After some other addresses, a vote of thanks to the Honorary President, and to M. Laboulaye for his services in the chair, and another to the French Government for authorizing the meetings and offering the use of the Palais de la Bourse, terminated the proceedings.

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**New-York Branch.**

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**CONTRIBUTIONS IN KIND.**

MISS MERRICK writes from Columbia, S. C., that she has applications for aid from poor women who wish to send their children to school, but are deterred by the want of decent clothing. If we could send the necessary materials, they would be made into garments at once by a Women's Association on the spot, which would be organized by Miss Merrick, and the formation of which would doubtless be productive of great collateral good to the members also.

The same want is felt throughout the South, but we have no means wherewith to supply it, all our funds being pledged to the support of the schools. We ask, therefore, for contributions of materials for children's clothing, with needles, thread, scissors, thimbles, etc., and for caps, hats, stockings, and shoes for boys and girls.

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**GENERAL HOWARD AT THE NORTH.**

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ON Sunday evening, October 20th, Rev. Dr. Seward's church was filled by representatives of all the churches in Yonkers to hear Major-General O. O. Howard, who had come to deliver an address in behalf of our auxiliary, and the cause of education in the South. The pulpit was occupied by clergymen of various denominations, who had given up their usual evening services in honor of the gallant Christian soldier and the Society of Ladies, by whose invitation he was present. In his speech, which lasted over an hour, he gave an interesting sketch of the Bureau in its incipency, and explained its various objects, its difficulties, and its achievements, to the evident satisfaction of his audience. It was, however, on the necessity, the practicability, and the manifold blessings of educating the freedmen that the General dwelt with the greatest emphasis and power.



He depicted the social revolution which the schools of the Commission and other associations were effecting in the South—how they were fostering not only intelligence, but industry and virtue among the colored people, and a better disposition toward them, with a new knowledge of their capacity, among the whites. He insisted that our work, as Christians and patriots, in this direction would not be done until the common-school system was established in all the Southern States; and that even for some time afterward, normal schools and colleges, for the development of a higher culture and greater intellectual strength among the freedmen, should be under our fostering care.

After some remarks by Rev. Crammond Kennedy, who explained the organization, the principles, the works, and the needs of the Commission, Rev. Dr. Seward expressed his desire that the audience should help those women whose labors had been of such good to the South and such honor to Yonkers. Whereupon Messrs. Colgate, Trevor, Scribner, Coe, Butler, Ketchum, and other gentlemen said each a few words, and made a bow, which meant, in the aggregate, more than \$700. Then the plates were passed, and \$500 was added by the generous congregation.

The ladies will supplement this effort with a fair, which will doubtless be largely patronized and very profitable.

On Monday evening, October 21st, General Howard favored the citizens of Elizabeth, New-Jersey, with an instructive and graphic account of a tour which he made with a Congressional party through the South last winter. His sketch was full of telling points, which were not lost on his hearers. Mr. Kennedy reminded them that, according to the General's statistics, there were yet more than 500,000 colored children in the South for whose education no provisions had been made; that nearly 200,000 negro soldiers fought for liberty and the Union; that about one third of them perished; that 300,000 blood relatives of these fallen heroes survive; that we owe them a debt of gratitude, and all the emancipated millions reparation for the wrongs of slavery; that in the gracious providence of a forgiving God, who delights in restoration, and thunders and lightens in retribution that He may smile a purer peace into the world, these very schools that bless the freedmen bless his former master too. He paid a tribute to the women who had worked at home for the soldiers, or in the hospitals and

camps during the war; and not less to them who, either in the North or South, were sowing the seeds that would yet make our battle-fields, and, indeed, the whole of the empire that slavery had lost and freedom had gained, blossom with knowledge and virtue, plenty and peace. This address was closed by an appeal to the people of Elizabeth to do their part in supporting teachers, as a duty to their country, humanity, and God.

Mr. Dodge pledged \$250 in behalf of the Young Men's Christian Association of Elizabeth, provided the churches and citizens would raise \$750 more. This proposal was favorably received, and will, we hope, be exceeded by the result of the efforts which our Agent, Rev. Erastus Colton, is now making in that community. Elizabeth owes us a handsome contribution, not only on account of our work, but also in compliment to General Howard for his unexpected visit.

## CORRESPONDENCE.

### DESTITUTION.

LAWRENCEVILLE, BRUNSWICK CO., VA., }  
October 4, 1867.

MR. ESTES: DEAR SIR: The clothing sent us has been distributed to those for whom it was designed, the aged and infirm, and the widows, their children and orphans, and occasionally where families were sick with the chills we have bestowed something. Nearly all save one box, chiefly of dresses, and those new, are gone. The Commission wish us to sell those. I wish that it were otherwise. I want every one of them for my scholars—the girls—they really need them. We have been able to provide for over twenty, but there are thirty or forty more. I would be glad to provide for each one a suit.

The following is a specimen of the scholars' parents. One of our largest and best scholars has not paid for her books. Her father is a blacksmith and works at his trade, but he cannot get pay for his work; occasionally he gets a small quantity of provisions to keep his family from starving. Money is scarce, very scarce here; I don't think we can sell five dollars' worth from the box. I hope to hear that the Commission are willing that I should take it for the school. Some of the dresses would need to be made over, but I could assist them to do that. And I wish that we had a supply of shoes and outside garments to protect them from the cold of winter. Some of our scholars come a distance of seven miles, some six. They cannot come "much time," but would in winter, if properly clad. I am very glad that we came out and opened our school when we did. I think that the heat of the season was no obstacle to the progress of our scholars; then Mr. B. and myself were quite well the whole term. I have been ill with diphtheria for a few weeks this term, but am now able to go into the school again. The school is quite full this term. Mr. B. only had the aid of one of his scholars, so that he got quite tired before I was

able to go in; he will get rested in a few days, I think. This climate seems adapted to our constitutions.

We miss our privileges of attending church on the Sabbath and prayer-meetings. There are two societies here who have had preaching occasionally through the summer; but I learn that their pastors are to leave this fall for want of a support. It seems to be all that the people can do to *live here*; but I do not see how they can do without the Gospel.

The thimbles you gave me to take out were too large for most of my scholars, and I have given such to their mothers; as to the needles, they would send for one or two at a time, and come here to get them, until I have not a paper left. I can teach the girls to knit on broom-straws. I am very glad to be restored to health again, that I may be in school.

Some gentlemen from Petersburg, who take an interest and visit the schools in that city, after visiting ours said that they found the best order and most readiness on the part of scholars in recitation of any school they had visited. I wish that it were possible for you to come in and see us. We are not, like some, disgusted with our employment; we enjoy it. But I am taxing your time and patience, I fear. My little girl remembers you, the gentleman who gave her a paper of needles and a card of hooks and eyes; she sends a kiss.

With much esteem I am respectfully yours,  
MRS. A. C. BURBANK.

RALEIGH, N. C., October 14, 1867.

MR. KENNEDY:

DEAR SIR: I am truly happy in being again with my dear flock of learners. I am, indeed, thankful to God for opening the way for my return.

In our exchange of greetings with those we knew, others came and joined the ranks, so that we already have two hundred and forty day pupils. We shall open our evening school to-night, and, as we use the church, expect a good number. One of our evening pupils said to me, "When will you have night-school? there are a whole parcel waiting to come."

Aunt Lucy has "kept the adopted girls at home, and they have worked right smart." Said she: "I told Cyrena that, if she and Maud would gather the hay from the garden, they might make a stack to sell and buy their books when the teachers came back, and they did it without a word. Yes, I have taught the girls how to do all kinds of work, *not excusing the hoe and the axe*. When I want a fire and can't do better, I send them to the woods to cut firewood, and they are *always* willing. Now I have them sewing on table-linen for General A—, and they sew *right nice*, too, if they are but eight years old." These are the little girls who held an argument over their prayers—one reproving the other for levity while talking to God, telling her that, "if Aunt Lucy did not see her, *God did*," then giving her wayward sister quite a moral lecture. It is thus we see the leaven working; and though their feet are often torn and bare, and they seem to have scarcely any clothes to wear, or half the food they need, they are fulfilling the blessed command of Jesus, to "love one another," and the old pro-

verb is sure to be fulfilled: "Train up a child in the way he should go, and when he is old he will not depart from it."

Little Flora is in sorrow. Her dear mother has bid adieu to earth and gone to Jesus: May the blessed Saviour carry these five motherless lambs in his bosom, and shield them from evil!

Your Raleigh teachers feel it is *important* that another should be sent to assist us as soon as possible. The school is rapidly filling up, and we have more than we can do.

Yours very truly,  
CARRIE M. BLOOD.

TRENT RIVER SETTLEMENT,  
NEAR NEW-BERNE, N. C.,  
Sept. 28, 1867. }

REV. C. KENNEDY:

DEAR SIR: The term for which I was employed as teacher by the A. F. U. Commission will expire on the 30th of this month; but I sincerely hope that you may see fit to renew the contract, as by doing so you will do great good, not only to me but also to many ignorant people of my race, who are very anxious to learn. I therefore respectfully apply to be retained as a teacher by your Commission. I will continue teaching my school until I hear from you.

I will now make a short statement of the operations of the school while under my charge. In the first place, I am afraid that I do not make out my monthly reports correctly, but I make them out as carefully and correctly as I can; but I never saw any one make out a report in my life, and I do so wish that you would keep me as a teacher while the white teachers are here this winter. I could learn so much from them, and fit myself so much better for teaching; and I am sure none of the white teachers who were here last winter would object to my assistance. I would be completely under their direction.

I will now speak of the several classes in my school. Those that read in the Second and Third Reader all spell in Webster's Elementary Spelling-Book. There are twenty in that class. They spell in words of three and four syllables. The First Reader Class spell and read in the First Reader. There are eleven in that class. Then there is the First Primer Class, with twenty-three in it; and the Second Primer Class, who have to borrow books from the other class; there are eight in that class. There is another little class, who learned their letters in the month of July. They are now in the first part of the primer; there are eight in that class. Then there is the alphabet class. I have only five left in it. I have got them all to spell at last. This makes, all told, seventy-five pupils.

There is one thing which hurts my feelings. There are many real intelligent children whose parents are not willing to get them such books as they need. I can not make them think how important it is to give their children all the instruction they can. There are several who can write very well on the slate; but their parents will not buy them copy-books, nor will they get them geographies nor arithmetics. When I visited the Bureau Headquarters, I got a lot of old books, which had been sent here some time ago; among them I found some

arithmetics and geographies. The children are learning very fast in them. I also found some Sunday-school books, and, as we had no library, I took them and formed a Sunday-school library for our Sunday-school, which both pleases and instructs not only the children, but many of the old folks as well. I have sold about two dollars' worth of the new school-books, and will send it to you whenever you say so. I have done all I could for the children since I have been teaching, and I hope the Commission may think that I am worthy to be retained. Colonel Moore, who is head of the Bureau here, has visited my school, and takes great interest in the education of the colored people. I believe that, through his influence, the Bureau are about to build a large, splendid school-house in this settlement. I will try and get him to recommend me for the position of teacher to your Commission, and send it with this letter to you. I intend to have a public exhibition and examination of my school soon, when I will invite Colonel Moore and the rest of my white friends to be present. The Rev. F. A. Fiske, Superintendent of Education for this State, sent for a report from my school. I sent it to him. I hope you will excuse the mistakes, for I am feeling very bad.

Very respectfully, your humble servant,

RACHEL THOMAS.

Care of Colonel S. Moore, Box 418, New-Berne, N. C.

BUREAU OF R. F. AND A. LANDS, }  
OFFICE SUB-ASST. COM., }  
SUB-DIST. No. 3, }

NEW-BERNE, N. C., Sept. 28, 1867.

Rev. C. KENNEDY, *Cor. Sec. A. F. U. Com.* :

SIR: I have the honor to recommend Mrs. Rachel Thomas for the position of teacher at Trent River Settlement, N. C. I have visited and inspected her school, and find that she maintains good discipline, and that she is qualified to teach the elementary branches, which are most required by the colored people at present.

Very respectfully, your obedient servant,

STEPHEN MOORE,

*Lt.-Col. V. R. C. Sub-Asst. Com.*

Mrs. Thomas has been reappointed.

From The Daily Chronicle (Columbia, S. C.)

### THE FREEDMEN'S SCHOOL.

It has been generally known, for a year past, that the colored citizens of Columbia, aided by the United States, and by associations at the North, were engaged in the construction of a building for the more systematic and advantageous education of their youth.

On Monday, the institution was opened formally, and any one who witnessed the incoming or outgoing of the crowds of young colored children, of both sexes, must have been astonished at the remarkable interest excited by the event.

We happened to get entangled in a crowd, about two o'clock, and such a banging of books and juxtaposition of slates we have not heard for many a day.

The event is a happy one. We desire—every body desires—to see the rising generation going through the various processes by which they attain intelligence, for with intelligence comes that sense which entitles manhood to the privileges of citizenship.

The following is a brief statistical summary of the character of the institution and inmates:

The building is situated on the corner of Plain and Lincoln streets, is two stories high, and built of wood. It contains eight large class-rooms and two large halls, supplied with seats and desks of the most improved pattern. These apartments are so arranged that the two sexes will be separated, both in their tuition and play. The number of teachers is seven, all females; ten will be the full number. The course of instruction will embody all branches, from the primary departments to those which concern the education of teachers.

The number of pupils who attended Monday is about six hundred, and the day was chiefly occupied in separating them into classes, and giving to each their respective grades. The name of the institution is "Howard School." Night-schools were commenced last evening.

The teacher selected by the Colored Educational Society of Columbia is Miss Lydia McDowell, who is said to be a lady admirably adapted for her profession.

The following is a statement of the several classes in the Howard School, the names of teachers, and number of pupils:

Principal—Miss S. Augusta Haley.

One Normal Class—Miss C. H. Loomis—28 pupils.

Three Intermediate Classes—Misses M. E. Scott, C. B. Isham, and E. Beeman—42 pupils each.

Six Primary Classes—Misses Nellie Scott and L. McDowell—385 pupils.

Total number of pupils, 539.

*Receipts by Edward F. Davison, Treasurer, from September 25th to October 22d, 1867.*

#### FROM AGENTS.

Rev. W. R. Long, September 27th.....	\$100 00
Rev. E. Brett, October 3d.....	108 00
Rev. H. Herrick, " ".....	95 70
" " " 9th.....	89 66
Mr. J. W. Burghdoff, in Herkimer Co., October 5th,	120 00
Rev. E. Colton, October 9th.....	9 00

#### FROM AUXILIARY SOCIETIES.

Marblehead, Mass., \$33; Vernon, N. Y., 6; Cortlandt, 9.75; Ogdensburg, 125; Schenectady, 125; Tompkins Co., 46.45; North-Shore, 167.50; Crown Point, 100; Munnsville, 1; Lewiston, 3.15; Sing Sing, 125; Kingston, 70; Miller's Mills, 28; West-Walworth, 25; Cabin Hill, 6; Hastings, 125; Fleming, 4.50; Lockport, 125; Chenango Co., 143.30; Newburyport, 100; Windsor, 20.

#### MISCELLANEOUS.

Aaron Benedict, Waterbury, Conn., \$125; A. M. Stone, Manchester, Conn., 10; Litchfield, Conn., collection, 13.25; Gouverneur, N. Y., collection, 34; A. S. Kendall, for journal, 1; Emma C. Greene, Newfane, N. Y., 15; Lucius Tuckerman, Esq., New-York, 250.

